



US Army Cadet Command  
Fort Monroe, Virginia 23651

Army Reserve Officers'  
Training Corps

**College ROTC:**

**Commander's Operational Planning Guidance**

12 July 2004

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**DEPARTMENT OF THE ARMY**  
**HEADQUARTERS, UNITED STATES ARMY CADET COMMAND**  
**FORT MONROE, VIRGINIA 23651-5000**

REPLY TO  
ATTENTION OF

July 12, 2004

Strategic Initiatives Group

Commanders:

The attached Commander's Operational Planning Guidance (COPG) replaces the Way Ahead document published in April 2001. It reflects the priorities and initiatives I believe are necessary for Cadet Command to continue the successful recruitment, training, retention, and commissioning of lieutenants for the next three to five years.

The COPG is a living document that will be updated periodically to reflect achievements, amendments, and wholesale changes as deemed necessary by the command to sustain focus and energy in The Army's largest commissioning program. It derives from officer accessions strategies of the Department of the Army, the United States Army Accessions Command, and the United States Army Cadet Command. In turn, the COPG guides the development of more tactical documents such as fiscal year operations plans, annual training guidance, and marketing plans.

Commanders will ensure that the COPG is widely distributed, known and understood by all members of the command. Use it as a guide for planning and operations at all levels of ROTC and JROTC. Recommendations to clarify or improve the document are encouraged at all times.

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Train to Lead!

A handwritten signature in dark ink, appearing to read "Alan W. Thrasher", is written over a horizontal line.

Alan W. Thrasher  
Major General, U.S. Army  
Commanding

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## EXECUTIVE SUMMARY

Army ROTC achieved its overall commission mission of 3,900 officers in fiscal year 2003 for the first time in a number of years and is postured to repeat this success in upcoming years. *College ROTC: The Way Ahead*, dated 4 April 2001, was instrumental in providing focus and direction to the command by articulating what needed to be improved and how to make the changes necessary to achieve success. The initiatives outlined in *The Way Ahead* provided new and innovative ideas to the process of commissioning officers for The Army.

The command was not positioned for success in 2001 and in many areas had adopted a mindset that perpetuated mission failure. *The Way Ahead* was instrumental in breaking the cycle of failure but is no longer completely relevant. Cadet Command accepted an expanded line mission of 4,500 and nurse mission increases ranging from 75 to 150 per year beginning in FY06. Sustaining excellence in this more challenging environment requires continued focus on successful initiatives from the *Way Ahead* as well as increased emphasis on a number of new priorities. The Commander's Operational Planning Guidance (COPG) is the lead document, replacing the *Way Ahead*, to direct the command to future success.

The COPG provides an assessment of present operations, articulates a vision for the future, and charts a series of actions that must occur to achieve the vision. It is derived from the Commanding General's priorities, which are: 1) develop Warrior Leaders inculcated with the *Soldier's Creed*, 2) recruit and retain quality cadets (scholars – athletes – leaders), 3) obtain quality cadre, 4) increase diversity and targeted mission success, 5) partner with the Reserve Components, 6) improve internal command and control, 7) execute equipment modernization plan – train cadets on modern equipment, 8) synchronize Basic Officer Leader Course (BOLC) phase I with Future Force concept and Warrior Ethos, and 9) direct JROTC operations – sustain expansion.

### **1) Develop Warrior Leaders Inculcated with the *Soldier's Creed***

- Future officers embody principles contained within the *Soldier's Creed*.
- Army ROTC cadre understand, embrace, and exemplify Warrior Ethos in order to prepare their cadets for positions of responsibility and trust as officers in The Army.
- Cadets develop Warrior Ethos as they transition from student to leader.
- Prepare junior leaders to be self aware, flexible, adaptive, mentally agile, and capable of creative thinking.

### **2) Recruit and Retain Quality Cadets (SALs)**

- Enforce standards. Includes swim requirements, ELL, and ESTP.
- Minimize waivers; compression waivers only for the highest quality cadet.
- Reduce scholarship attrition. Online survey now required. PMS interviews remain critical tool.
- Make Nurse mission by leveraging all schools with nurse programs, using Nurse Counselors as trainers, updating and improving reference materials, and by placing an increased emphasis on our partnership with USAREC.

- OML/Branching – implement the objective OML model for the FY05 cohort and continue to champion ROTC branch choice
- Reduce OBC wait times. Ongoing efforts reduced average wait times from 120 days in FY02 to 86 days in FY04.
- Expand cadet training opportunities.

### **3) Obtain Quality Cadre**

- Continue to screen for the best-qualified PMS.
- Achieve and sustain 100% cadre fill.
- Sustain contact replacement.
- Obtain replacements for 42L and 92Y.
- Enforce SOCC attendance requirements.

### **4) Increase Diversity and Targeted Mission Success**

- Officer Accession Strategy – work with DA to achieve an accession strategy encompassing all components, all commissioning sources.
- Execute shape the force strategy, establish and recruit to goals for gender, ethnicity, and academic discipline mix (ADM).

### **5) Partner with the Reserve Components**

- Annual accession summit and streamlining of Guaranteed Reserve Forces Duty (GRFD) accessions into the Army Reserve.
- PMS education process for counseling GRFD cadets.
- Army reserve line LT and nurse LT specified mission.
- Army reserve CTLT opportunities for USACC cadets.
- Enhanced Active Guard and Reserve – Reserve (AGR-R) staffing throughout Cadet Command.
- Army Reserve BOLC I (ARBOLC I) program.
- Dedicated Warrior Forge support battalion.
- Improved officer tracking and hand-offs between Military Junior Colleges (MJC) and PMSs.

### **6) Improve Internal Command and Control (C2)**

- Increase performance and capability of CCIMS.
- Region and headquarters connection to the Recruiter Services Network (RSN).
- Expand Data Library
- Battalion Website Template.

### **7) Execute Equipment Modernization Plan – Train Cadets on Modern Combat Equipment**

- Newly commissioned officers often meet their platoons forward-deployed in combat.

- Lieutenants need to be combat ready, including familiarity with modern equipment, upon arrival at their first unit.

#### **8) Synchronize BOLC I with Future Force Concept and Warrior Ethos**

- BOLC I – pre-commissioning phase must be integrated and linked with emerging concepts.

#### **9) Direct JROTC Operations – Sustain Expansion**

- Follow Five-Year Strategic Plan.
- Conduct year-long Area Coordinator pilot test.

Cadet Command must continue to build upon recent success by learning from what was done right and critically evaluating the areas where improvement is needed. Commissioning high quality officers who meet Army standards is the most important service that the command provides to both The Army and the officers themselves.

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## INTRODUCTION



The Commander's Operational Planning Guidance (COPG) provides an assessment of the present operations of U.S. Army Cadet Command (USACC), articulates a vision for the future, and charts a series of actions that must occur to achieve the vision. It supports an overarching officer accessions strategy and provides the road map to achieve stated objectives derived from that strategy.

The COPG is derived from a 4 April 2001 document titled *College ROTC*:

*The Way Ahead.* That document addressed a long period of mission failure which was attributed to the following:

First, the *four-year model no longer applied to the majority of the command*. Only 47 percent of commissionees entered the program as freshmen and matriculate through all four years. Most cadets entered in their sophomore year. In addition, the average time to complete a bachelor's degree was 4.6 years. Those realities produced a lateral entry process that attempted to equate the Leader Training Course (LTC) to the following: Junior Reserve Officers' Training Corps (JROTC); Basic Combat Training; or prior service on active duty. *These programs have no clear parallels – no uniform links to required pre-commissioning common tasks.* However, ROTC provides credit for them in lieu of the LTC. Students unable to use a lateral entry method to enter the Advanced Course had to take freshman and sophomore ROTC concurrently. Called compression, it significantly reduces the attractiveness of our program and denies us access to juniors on campus without prior military experience. The four-year model and the training program designed to support it drove away potential cadets. A training model designed to "weed out" cadets is not an effective retention or mentoring tool. The command was working with an outdated training model that drove away cadets with excessive training requirements.

The second is that *cadre were not sufficient or appropriately trained or assigned to the battalions on campus*. The command's cadre are central to everything it does. However, the command never invested significant energy in cadre training. Specifically, recruiting and retention skills were never deliberately taught. Adequate enrollment in the 1980s meant cadre training wasn't a concern. During the 1990s, the number of cadre on campus was significantly reduced, and the quality of cadre declined, as other Army programs were deemed more important. At this juncture, ROTC incentives declined in value and recruiting became problematic. This required cadre to be more than trainers; recruiting and retention became their prime concerns. In addition, the cadre were overseeing a system designed to attrit cadets, not recruit and develop them. Thus as the burdens on cadre increased, their numbers and quality were curtailed. Also, these changes

required skills not possessed by every Army officer. Cadet Command had no mechanism in place to screen inbound cadre or teach them the requisite skills.

Next, *national propensity to become an officer declined significantly*, despite efforts to improve it. The Army's decision to release cadets from 1992-94 created an impression on college campuses that The Army wasn't hiring. In addition, curtailed ROTC marketing budgets and a change in student attitudes toward Army service significantly undercut student propensity to enter ROTC.

Finally, the *attractiveness of incentives significantly eroded* over time. As alluded to earlier, Cadet Command's scholarship program and other incentives did not keep pace with on-campus inflation. Many ROTC incentives actually serve as disincentives because the value of the reward no longer outweighs the commitment incurred. Specifically, students are required to commit for eight years to an organization that doesn't emphasize placing them in a field of their choosing during the branching process. In addition, cadet pay during camp is significantly less than what can be earned working over the summer, which hurts cadets that commit to The Army.

A number of imperatives were established to set the tone for change. First, recruit effectively by understanding the market, targeting the students we want, and packaging our incentives to support the local markets. Second, develop leaders by imbuing each cadet with Army values and ethos, ensuring our training prepares them for service to The Army and nation. Next, retain quality with active counseling and mentoring programs that meet the cadets' individual needs. Finally, provide responsive, effective command and control focused on ensuring that the professor of military science (PMS) has the resources needed to recruit, train, and retain the right cadets. Cadet Command's geographic dispersion requires it to stay on the cutting edge of technology and power down decision-making authority to the lowest level.

With those imperatives established, the following directives dictated the previous Way Ahead for the command (quoted from *College ROTC: The Way Ahead 1 December 2003*):

The command's first step forward is to *modify the model to accommodate lateral entry and stress development rather than attrition*. As mentioned previously, the command is going to target students for the program in lieu of the shotgun approaches currently utilized. In response to the declining number of progression cadets, the command is going to develop and implement common standards for entry into the Advanced Course. The new standards validate a student's life experiences with or without prior military experience and permit entry into the Advanced Course. The command will abandon the "weeding out" model of the past and focus on recruiting the right cadets and developing them effectively. Leadership training is not only our focus but also our legacy to the nation and cadets.

The command will *secure competent and committed cadre* to accomplish its imperatives. Screening potential cadre is key. Not every officer or noncommissioned officer (NCO) possesses the unique skills required on campus. The command will interview prospective PMSs to measure their interpersonal skills. Other cadre will be screened using a process similar to that developed by US Army Recruiting Command (USAREC). Commanders of potential cadre will be asked to comment on their suitability for service on campus. Cadre who fail to perform will be removed from Cadet Command

by a contact replacement system. The command seeks to authorize its contract cadre to perform many regulatory functions and ease the burdens on active duty cadre on campus. Special duty assignment pay (SDAP) is our cadre's due. Performing drill sergeant and recruiter functions entitles them to this incentive. The command also proposes a variety of quality-of-life (QOL) initiatives to make our dispersed cadre's QOL equal to soldiers serving on Army installations.

Next, the command will *facilitate the recruiting effort*. This will be achieved through a number of initiatives, including development of a competitive incentive package. The majority of resources and efforts will focus on campus. The campus effort is supported by an expanded national marketing plan funded by the additional dollars requested. Renaming the ROTC Program may be part of the national campaign. Strengthening the USAREC-Cadet Command partnership is key. Great strides have been made, but Cadet Command needs to better ensure that all Army recruiters understand all components of the ROTC Program and vice versa. ROTC's presence in a broad base of schools ensures the diversity The Army seeks in the officer corps. Following a command-wide marketing analysis, the command will reinforce success and seek voluntary closure of programs in unproductive markets. Cadet Command will also train its cadre to recruit and retain.

In support of its recruiting and marketing efforts, Cadet Command *will develop a competitive incentive package*. Current incentives will be updated by increasing the book allowance, providing full tuition scholarships, and indexing the tiered stipend. New incentives include retaining Green to Gold cadets on active duty, matching sister service incentives, and obtaining authority to pay other college expenses. Cadet Command will also eliminate disincentives or program detractors. Cadets will be assigned branches via an order-of-merit-list (OML) process. This process will balance the needs of The Army, professional requirements, and personal desires. In addition, the command will request more combat arms slots for its cadets and authority to oversubscribe to the combat arms. The command proposed a two-year active duty program with a reduced military service obligation (MSO) afterwards and a reduced MSO overall. Additionally, the Partnership in Nursing Education (PNE) Program will be expanded to accommodate nurse cadets at any school with ROTC. The command's cultural shift away from a "weeding out" program is designed specifically to *enhance retention*. In addition, greater emphasis will be placed on internal assessments. Cadets departing the program will be queried to discover why they're leaving and where the program needs to change. To enhance retention, we must make cadet pay competitive with summer employment opportunities, reduce ROTC burdens to encourage cadet participation in other campus activities, focus the curriculum on leadership, and eliminate the lethargic bureaucracy that makes it difficult for cadets to join or stay in the program.

Finally, the command will *provide responsive, effective command and control*. The command has changed the headquarter's structure and modified its current region and brigade structures in the field. This effort logically groups our programs under brigade commanders and decreases their span of control. Decentralization of resources and authority enhances the field commander's ability to influence events on campus. The final step in the command redesign is standardizing the brigade headquarters structure across the 14 brigades. This will take place in fiscal year 2006. The command has made strides in its information technology (IT) infrastructure but more work needs to be done to effectively overcome its geographic dispersion.

The *Way Ahead* initiated a dramatic cultural shift for Cadet Command which continues to influence the daily operations of the command. USACC achieved its line

mission of 3,900 commissions in FY03, the first time it made its mission since the late 1980s. The command expects to achieve hundreds more than its commission mission in FY04 and FY05 and has a mission increase to 4,500 beginning in FY06.

Recent and projected successes traced from the influence of the *Way Ahead* must be sustained. The command must continue to evolve as needs dictate to enhance the attractiveness of the program in order to meet the officer needs of The Army. The COPG is the document established to capture required change and its guidance mirrors the priorities of the Cadet Command commanding general:

Develop Warrior Leaders – Inculcated with the Soldier’s Creed

Recruit and Retain Quality Cadets (Scholars – Athletes - Leaders)

Obtain Quality Cadre

Increase Diversity and Targeted Mission Success

Partner with the Reserve Components

Improve Internal Command and Control

Execute Equipment Modernization Plan—Train Cadets On Modern Equipment

Synchronize Basic Officer Leader Course (BOLC) I with Future Force Concept and Warrior Ethos

Direct JROTC Operations – Sustain Expansion

## MISSION

U.S. Army Cadet Command

### Mission

To commission future officer leadership of the US Army  
and  
motivate young people to be better citizens.

*Warrior Ethos / Expeditionary Army*

Cadet Command has the combined mission of administering both the senior and junior Reserve Officers' Training Corps (ROTC) programs.

The senior program produces almost 60 percent of all commissioned officers in the active Army. It comprises 272 host institutions and approximately 1,100 partnership and affiliate schools across the country. Commitment to excellence is imperative – much of the future leadership of The Army originates from these

schools. Relevancy of the program is dependant on constant monitoring of state-of-the-art learning techniques and technologies and applying them to the contemporary needs of The Army. Cadet Command's relationships and resulting synergy with the hundreds of superb host colleges and universities is a clear strength of the program and must be continually monitored to ensure all programs contribute effectively toward mission accomplishment.

The junior ROTC (JROTC) program is a citizenship program currently established in more than 1,500 high schools across the country. It is calibrated to the needs of America's youth, teaching life-long values, discipline, and learning skills that enable continued personal growth. The program is themed on the principle of building upon the program's current strengths while addressing known and anticipated future challenges. There is a need to continue to tailor JROTC to embrace the young people that will enter the program while not forgetting the values that the program was originally based upon. The guideline of our overall mission and strategic guidance will remain the roots of the JROTC program.

## MISSION ESSENTIAL TASK LIST

U.S. Army Cadet Command

### Mission Essential Task List

- Recruit quality cadets
- Develop confident, competent leaders
- Retain quality cadets to commission
- Sustain the force
- Support JROTC

*Warrior Ethos / Expeditionary Army*

The mission essential task list (METL) of Cadet Command distills the myriad responsibilities of the command into the essential functions shown.

Quality cadets are defined as those cadets who, upon commissioning, will seek and overcome the challenges presented them as lieutenants and career officers. They are identified by screening for three primary attributes: scholar, athlete, and leader (SAL).

With the movement toward a future force that will place increased leadership and decision demands on junior officers, the

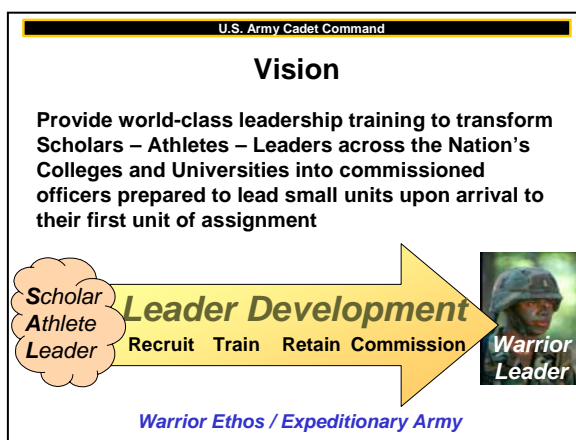
quality of lieutenants must continually improve. The future lieutenant must be able to assimilate more information, be more adaptive, and assume more decision-making authority than ever before. Lieutenants that have facile and logical cognitive skills as well as confidence and general reasoning ability are required. All officers, in all branches, must be able to lead effectively under combat conditions in hostile and remote locations around the world.

It is imperative that Cadet Command provides The Army the best possible value as a commissioning source. The nation's military is fully engaged in an expensive and personnel-intensive Global War on Terrorism (GWOT) that strains the ranks and impacts the operating budgets of all units. We help this cause by recruiting cadets who are committed to Army service and will remain in the program through commissioning. This provides the most efficient use of scholarship funds, stipends, cadre time, and all other available resources.

Sustaining the force requires a mix of support to cadets and cadre. Cadet Command competes directly for the service of men and women highly sought by other services as well as corporate America and must offer commensurate incentives to attract and retain them. Most school programs are geographically distant from any supporting military installation, creating a substantial challenge to provide the quality of life expected and deserved by cadre and their families. The command must provide the services and resources required to minimize distractions and maximize the effectiveness of our programs.

The junior ROTC structure continues to employ hundreds of Cadet Command personnel and is strongly linked to the day-to-day operations of the organization. It is an extraordinarily popular program with educators and leadership across the nation and requires the very best efforts of The Army to ensure a quality citizenship experience for high school students.

## VISION



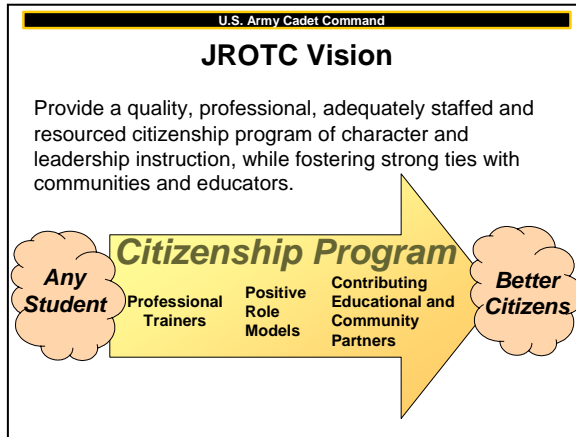
The Cadet Command vision for SROTC centers on The Army's ability to provide the finest leadership training available in the world today. High school seniors and college underclassmen are carefully screened for the scholar-athlete-leader attributes we deem most indicative of future success as an Army officer. Over a period of two to four years, these cadets are led through a sequential and progressive training regimen designed to prepare them physically, mentally, and emotionally for the rigors of extended

deployments as small unit leaders in hostile zones of conflict.

More than 330,000 Soldiers were deployed in 120 countries this past year, engaged in operations ranging from peacekeeping to high-intensity conflict. There is no time for new lieutenants to "develop" their skills or their relationships with platoons – they must



be prepared to deploy and effectively lead their units immediately upon arrival, which frequently happens in-theatre. The challenge now is greater than ever to identify the training required for future force leaders and update military science curricula to ensure we offer the classroom and field experiences that fully prepare newly commissioned officers for success.



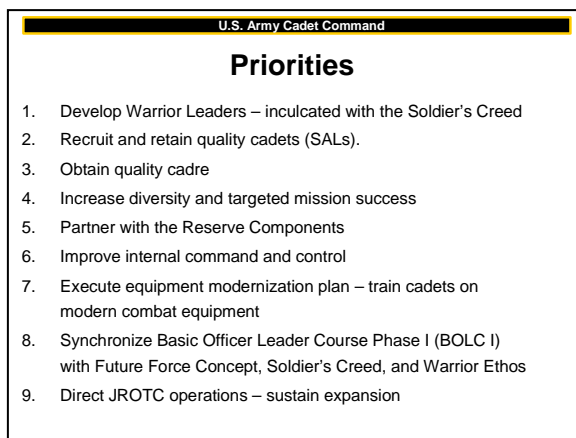
JROTC's vision is to provide a quality, professional, and adequately staffed and resourced citizenship program of character and leadership instruction while fostering strong ties with the community and educators.

JROTC is all about young high school students. It is about making a difference in their lives, motivating them, and providing the tools needed to become productive members of society and model citizens.

Overall, an analysis of JROTC's mission and vision was done and yielded the following strategic goals that will be met:

- Recruit, train, and retain competent, professional instructors.
- Maintain a world-class citizenship curriculum within the character/leader development program of instruction (POI).
- Lead, guide, and direct a viable, responsible evolution of the JROTC program.

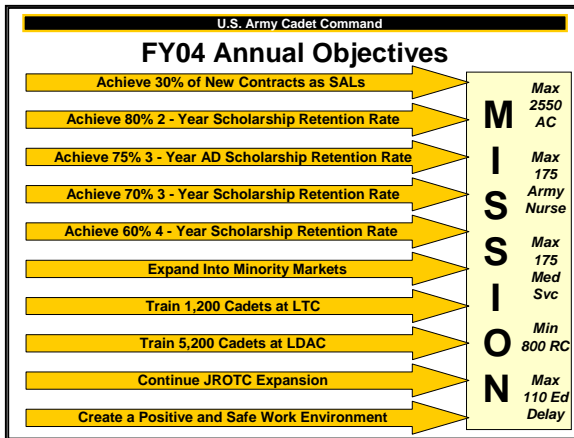
## PRIORITIES AND ANNUAL OBJECTIVES



The COPG is organized around the command priorities and supports achievement of the in-force annual objectives agreed upon by the Commander, U.S. Army Cadet Command (USACC) and the Commander, U.S. Army Accessions Command (USAAC). The document will be periodically updated to reflect changes dictated by circumstance or the directives of higher headquarters.

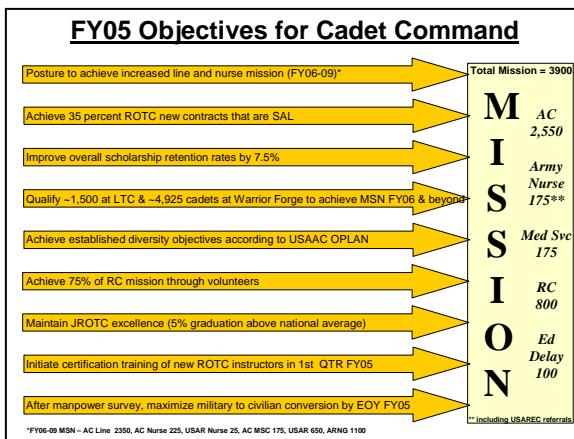
Each priority contains initiatives that detail the COPG. There is a mix of existing programs that must be sustained and a number of new programs that will assist the command in maintaining the momentum generated in recent years.

The objectives are realistic and achievable, though some represent significant challenges to the command. Scholarship attrition is a major concern. Every attempt must be made now to screen applicants as closely as possible to choose the right people – SALs who will persevere and remain in the program through commissioning. Presently,

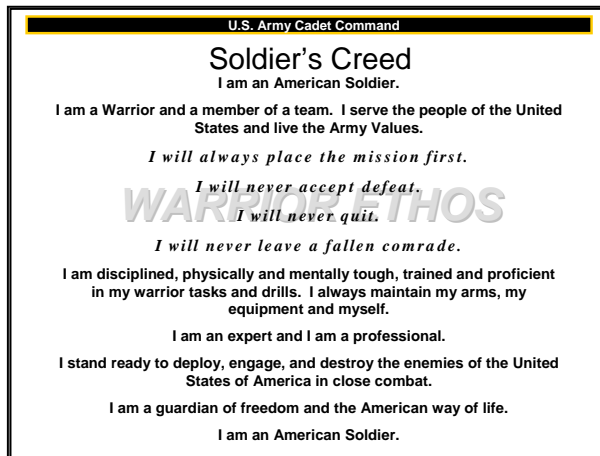


Cadet Command is developing a set of assessment instruments to identify the “right” individual for commissioning. These instruments will measure qualities and attributes—such as academic achievement and career motivation—that research has shown to be predictive of superior performance as an officer and of career longevity.

The work involved to be successful is complex and can be frustrating and exhausting. It is important for every member of the command to maintain perspective and consciously work toward creating a work environment that is positive and safe.



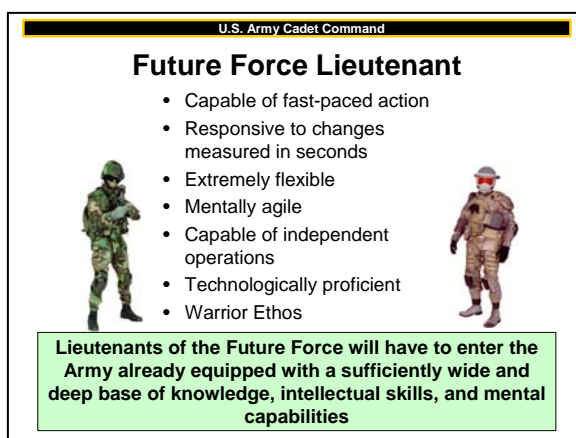
## PRIORITY 1: DEVELOP WARRIOR LEADERS INCULCATED WITH THE SOLDIER'S CREED



A fundamental component of the Future Force Leader is the concept of the Warrior Ethos. The Warrior Ethos is the foundation of the American Soldier's total commitment to victory in peace and war. Initiatives and programs adopted to inculcate the Warrior Ethos in our future officers must embody those principles contained within the Soldier's Creed. American Soldiers have absolute faith in themselves and their team. While exemplifying Army Values, American Soldiers put the mission first, refuse to

admit defeat, never quit, and never leave behind a fallen comrade. All Soldiers, regardless of branch specialty, function, or battlefield location, are prepared to engage and destroy the enemies of the United States in close combat.

It is absolutely critical that Army ROTC cadre understand, embrace, and exemplify the Warrior Ethos in order to prepare their cadets for positions of responsibility and trust as officers in The United States Army. It is also vitally important that cadets develop the Warrior Ethos as they make the transition from student to leader. Key components of this ethos include a mental and physical toughness as well as the acquisition and maintenance of certain tasks and skills. In many respects, this is a return to those skills and attributes that have always distinguished The U.S. Army - a return to the basics to a certain degree. Task Force Soldier identified the specific warrior core tasks and warrior drills that will serve as the foundation of The Army's tactical training and education, including that of cadets. Cadet Command is staffed and equipped to execute this training within current resources and abilities. Many of the tasks are drills that are currently being taught and are not seen as a major divergence from recommendations of the Task Force Soldier working group.



More challenging will be the preparation of junior leaders to ensure that they are self aware, flexible, adaptive, possessing mental agility, and capable of creative thinking. This requires subtle changes to ROTC curriculum as well as the continued use of variables in a variety of training venues. A two-thrust focus will be maintained, providing the theoretical or academic portion within the confines of the classroom and the practical or applied application during labs, field

training exercises, and the Leader Development and Assessment Course (LDAC). Critical to cadet success is a clear understanding of the definition and practice of these skills. The first step is to revise the curriculum to ensure that the qualities and attributes desired are first clearly defined and understood by the target audience. Next is ensuring that cadets understand the concept through review of vignettes where the specific attributes are demonstrated. Finally, provide cadets opportunities to display these attributes in a wide variety of leadership experiences within the program and across the university. Critical to the success of the program, is the cadre's clear understanding of the skills and attributes and their dedication and professionalism to counsel, coach, mentor, and guide the cadets as they apply these newly developed skills. The curriculum review is underway and the next revision should be fielded prior to the beginning of Academic Year 05-06.

## PRIORITY 2: RECRUIT AND RETAIN QUALITY CADETS

U.S. Army Cadet Command
<b>Initiatives</b>
<ul style="list-style-type: none"><li>• Enforce quality standards<ul style="list-style-type: none"><li>– Waivers</li><li>– Enhanced Skills Training Program (ESTP)</li><li>– English as a Learned Language (ELL)</li><li>– Swim requirements</li></ul></li><li>• Reduce attrition of scholarship awardees</li><li>• Make Nurse mission</li><li>• Develop objective Order of Merit List model</li><li>• Reduce average Officer Basic Course wait time to 90 days for Active Component, 90 days for Reserve Component</li><li>• Expand cadet training opportunities</li></ul>

The greatest contribution Cadet Command can make to The Army and our country is the commissioning of only the very best young men and women. The focus on recruitment and retention of on-campus SALs is critical to the sustainment of the current quality of the officer corps and grows in importance as we increasingly rely on junior officers to perform a broad range of missions immediately upon commissioning.

A number of initiatives are in place to retain focus on this goal. They are designed to help identify and attract the best cadets, motivate them to remain in the program, and enhance their early commissioning experiences as they transition from college to military life.

### Enforce Standards

U.S. Army Cadet Command
<b>Quality</b>
<b>Enforce STANDARDS...</b>
<ul style="list-style-type: none"><li>• Contracting Standards: APFT, Age, Civil Convictions, Medical, Admin/Academic Suspensions</li><li>• Commissioning Standards: Graduation, GPA, Advanced Course, ESTP (if req), Swimming</li></ul>
<b>Reduce WAIVERS for...</b>
<ul style="list-style-type: none"><li>• Compression – <i>EXTREME CIRCUMSTANCES</i></li><li>• ESTP – PME Requirement</li><li>• ELL – PME Requirement</li><li>• Swim Standard – Swim test (MS 04) + CWST (MS 04)</li></ul>

Sustaining the high quality of officers in The Army while simultaneously protecting the excellent reputation of Cadet Command requires diligence at all command levels to enforce commissioning standards. There is no reason to disadvantage The Army or a cadet by lowering or waiving requirements deemed critical for Army needs and officer long-term success.

Cadet Command believes that in order to enforce quality standards

equitably across the regions and brigades, the first step is to ensure that all understand the standards. As a result, the Directorate of Leader Development is revising CCR 145-3 to more clearly and comprehensively articulate the training and education standards required for progression/commissioning. Specific areas receiving detailed attention include compression of Military Science and Leadership (MSL) courses, English as a Learned Language (ELL) requirements, swimming/Combat Water Survival Training (CWST), and the Professional Military Education (PME) requirements including the Enhanced Skills Training Program (ESTP) and military history. Commanders at all levels must understand that Cadet Command will no longer commission officers who do not meet Army standards.

## Compression Waivers

U.S. Army Cadet Command

**Advanced Course Compression Waiver**  
Compression is the exception for **Extreme Circumstances**  

Program designed to take **four semesters**:

- Sequential and progressive
- Provide time for reflection
- Combined Task Practice
- Experiential learning in group setting
- Warrior Ethos mandates a well-trained, competent, prepared leader

**Seeing a trend** (among select Brigades only):

- Schools recruit "average" cadets with intent of compressing to one year
- PMSs stretching definition of SAL criteria
  - Scholar – 2.6 GPA in Elementary Education
  - Athlete/Leader – Captain of Intramural Ping-Pong Team
- Cadets taking 20+ hours in order to complete all required coursework
- Requests to teach one person during summer session (no group interaction)

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waiver. The cadet for whom this might be appropriate has to be highest quality, a solid SAL who is mature and wholly dedicated to the challenge.

## Enhanced Skills Training Program (ESTP)

U.S. Army Cadet Command

**Enhanced Skills Training Program**  
(A PME Requirement)  

- A training enhance program (the level planning field)
- Designed to validate and/or remediate a cadet's educational competency for math, reading, and English
- Improve performance in the classroom and after Commissioning
- Responded to the problem of a large number of officers failing in their Officer Basic Courses due to insufficient math and reading skills.

**PME Requirement**  
MSL II and Lateral Entry MSL III Cadets

**Issues:**

- Backlog created last year (from non-compliance, software problems, etc)
- Current Enrollment (only 1906 enrolled and 119 completed)

**Fixes:**

- Support and assistance in place (Chain of Command, ISA, Pearson)
- Spring semester participation authorized– open to MS II, IILs and IVs
- Visibility.....ddd status report to BMSR
- Change CCIMS to incorporate program as a pre-commissioning action

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cadets and helps them succeed in school and in The Army after commissioning. Failure to enforce this mandate creates a burden for The Army and places the new officer at an immediate disadvantage that is difficult to overcome. Cadet Command made a number of changes to the administration of this program to lower the ACT and SAT cut-off point and to make it more user-friendly. Progress will be monitored and completion required before a cadet can be commissioned.

## Executive Writing and Public Speaking

Senior Army leaders, to include the Chief of Staff of The Army (CSA), have expressed concern about the ability of newly commissioned officers to speak and write effectively. This concern cuts across all commissioning sources. Deficiencies in these areas go beyond the basic skills addressed by the ESTP. Even cadets and officers with high verbal and English scores often have trouble communicating effectively in certain settings and with certain audiences. Cadet Command is in the process of adding executive writing and public speaking to its list of PME requirements. In the near future, all cadets will be required to successfully complete these PME requirements prior to

Ideally, four semesters is the minimum period of time required to complete MSL obligations needed for commissioning. Further reducing this advanced program via compression dramatically reduces a cadet's exposure to the military and does not set them up for success.

Compression waivers will not be eliminated – there was a need in the past and there may be again in the future – but commanders must exercise utmost care and discretion before requesting such a

Completion of the ESTP is required for all cadets who do not meet minimum national test scores or approved equivalents. This excellent program assesses and develops ROTC cadets' communication, problem solving and analytical skills through diagnostic adaptive assessments and skills enhancement training in basic mathematics, English grammar, and reading. It ensures a common floor for math, English, and reading skills among

commissioning. The ability to express oneself clearly in speech and in writing is a fundamental competency necessary for operational and administrative effectiveness and, for the individual, career progression. These courses are especially important to ROTC because of the great diversity of institutions that constitute the program's institutional base. Some institutions in this base require their students to master these fundamental communicative skills before graduation and others do not. Therefore, it is important that Cadet Command seize the initiative and take steps to ensure that the majority of future officers have the skills necessary to communicate effectively in a military setting.

## English as a Learned Language (ELL)

**U.S. Army Cadet Command**

**English as a Learned Language (ELL)**  
**Formally known as English as a Second Language (ESL)**

Budget: \$1.037 Million

- Labs -- \$74K
- Instructors--\$499K
- Advanced Program--\$464K

**Issues:**

- Previously, Cadet Command was commissioning 2LTs with Oral Proficiency Review (OPI) scores of 2/2 and English Comprehensive Level (ECL) of 80. DA standard is OPI of 2+/2 and ECL of 90
- We authorized additional (DLIELC) English Training at San Antonio to bring 2LTs to Army Standards. Last year (May 02-May 03), 79 2LTs participated. 24 (30%) failed to meet the entrance requirements and were sent home, 23 failed to make adequate progress and were sent home, and 32 graduated -- a 40% success rate.
- Additionally, CC is paying for 7 full time instructors to teach English at the two locations year around. Classes were not mandatory, nor was attendance closely tracked.

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The command was recently commissioning 2LTs whose Oral Proficiency Review (OPI) scores were 2/2 and whose English Comprehensive Level (ECL) was 80. The Department of The Army standard is 2+/2 for OPI and 90 for ECL. This failure to meet the regulatory commissioning requirement was addressed and should now be in check. Meeting Army standards is a pre-commissioning requirement and is not waivable.

The next step is to improve the effectiveness of the program. Over \$1 million was spent on this program in SY02/03 to train fewer than 80 students, only 32 of whom graduated. A 40 percent success rate is unacceptable given the resources committed. The standard of training is high, so success or failure ultimately depends on the personal effort of the students. Cadet Command will increase oversight of ROTC cadets in this program to ensure compliance with course and commissioning standards.

## Swim Standards

**U.S. Army Cadet Command**

**Swim Standard**

**Swim standard for commissioning:**

- Swim test: swim 10 min, tread water 5 min
- Combat Water Survival Test (CWST): pass at LDAC

**(CWST)**

**Why a swim standard / why CWST....?**

- Drownproofing annual training requirement (DA 350-1)
- Lessons Learned
  - US Army has lost over 140 soldiers in the last ten years
  - At least eight US casualties in Operation Iraqi Freedom drowned
- Non-swimmers lose credibility with soldiers in units as well as training opportunities (Ranger School, BOLC II, LDAC, etc)
- Identified as a **Warrior Ethos Enabler** (required for all soldiers)

Requiring all officers to be able to swim is a force protection issue. The Army loses an average of 14 Soldiers per year to drowning. It lost at least eight during Operation Iraqi Freedom. Ensuring officers are trained to standard can help mitigate this problem and also provides an added measure of confidence to operate under any field condition.

The realities of the current operational environment and emerging requirements from TF Soldier at Fort Benning indicate that the Combat Water Survival Test (CWST) will be a Warrior Ethos Enabler – a requirement for all Soldiers. In ROTC, the CWST is both an LDAC completion



requirement and a pre-commissioning requirement. It is and has been a requirement for Ranger School and Special Forces. It boosts self-confidence, enables cadets to overcome their fear of water, and provides them an additional skill they need in order to lead their troops in all tasks and training events. It also keeps cadets competitive for all follow-on education and training, from the Basic Officer Leader Course to specialty training like Ranger School.

We can and will fix this cultural and institutional shortfall. Cadre are responsible for providing a program that ensures cadets learn to swim. This is a *Protect the Force* issue. Early identification is required, and then active training provided to ensure the standards are met. Detailed training plans are needed and creative solutions to overcome any facilities problems must be found. If necessary, cadre should consider partnering with host or nearby college swimming programs, using nearby military facilities, or taking advantage of Cadet Command-funded passes for local YMCA programs. There is no excuse for allowing any cadet to pass through the system without this skill.

Swim requirements are spelled out in CCR 145-3. Cadets are initially administered a 25 meter swim test in BDUs and tennis shoes to determine whether they are swimmers or non-swimmers. They must meet this standard to progress to a 10-minute swim and five-minute tread water test and the CWST. Cadets are required to pass the CWST prior to LDAC attendance or receive a waiver from the Brigade Commander. The CWST is then validated at LDAC. Cadets must pass both the CWST and 10-minute swim, five-minute tread water test (administered on campus) in order to commission.

### Reduce Scholarship Attrition

U.S. Army Cadet Command
<b>Reduce Scholarship Attrition</b>
<ul style="list-style-type: none"><li>• Close out scholarship awards 1 Dec</li><li>• Validation Tools<ul style="list-style-type: none"><li>– Online questionnaire</li><li>– Interviews</li></ul></li><li>• Target Schools with High and Low Attrition</li></ul>

Scholarship attrition is an ongoing concern of the command and requires continuous vigilance. Commander's intent is needed to manage this expensive program that is so critical to mission success. Guidance must be informative and directive and address: how to fix problems, better management ideas, any new requirements, issues associated with double-digit tuition increases, lost money, policy changes, and enforcement of standards.

A number of initiatives are underway as part of the COPG to assist commanders in their efforts to find and retain the right cadets.

Beginning in FY05, Cadet Command will close the window for four-year scholarship applications on 1 December of the applicant's senior year in high school. This brings The Army program into alignment with the other services and ensures that applicants are disciplined enough to research, complete, and submit applications in a timely manner. It discourages students lacking foresight as well as those with a "wait and see" mentality who place a lower value on Army service than other potential opportunities.

All scholarship applicants must now complete an online questionnaire and be personally interviewed before consideration for a scholarship award. The questionnaire



attempts to measure the applicants commitment and results will be tracked over time to evaluate this instruments effectiveness as a selection tool. The interview enables the subjective evaluation of PMSs, the opportunity to look a prospect in the eye and gain personal satisfaction that the right choice is being made.

PMSs must counsel all scholarship cadets on academic progress and clearly articulate the fact that the inability to meet requisite academic hours, GPA, and Military Science standards could result in loss of scholarship or no option for extended funds. PMSs must also ensure that scholarship applicants can attain a minimum score of 60 on all three components of the Army Physical Fitness Test (APFT).

A final potential course of action to address scholarship attrition is the examination of attrition rates at individual schools and possibly penalizing or rewarding programs based on their ability to retain and commission scholarship cadets. There is no move underway at the point of this writing, but it remains a point of discussion and a viable alternative for the COPG.

## **Make Nurse Mission**

### **Enhanced Command Emphasis on Nurse Recruitment**

U.S. Army Cadet Command
<b>ARMY ROTC Nursing Initiatives</b>
<ul style="list-style-type: none"><li>• Enhanced Command Emphasis on Nurse Recruitment</li><li>• Increased Accountability by Assigning Missions to all Bns with Viable, Accredited Schools of Nursing</li><li>• Change in Nurse Counselor Roles</li><li>• ROTC Nurse Recruitment Video, ANC Branch Orientation Website, Play Book</li><li>• Expanded Nurse Educators' Tour at LDAC</li><li>• Partnering with USAREC<ul style="list-style-type: none"><li>- Direct commissions/Senior Nurse Referrals and AMEDD Enlisted Commissioning Program (AECF)</li><li>- Health Professional Loan Repayment Program (HPLRP)</li><li>- Signing bonuses</li></ul></li></ul>

Command guidance within Cadet Command has greatly increased visibility of the nurse program at the campus level. There has been a collective refocusing on the nurse mission as a quantifier of success for the ROTC battalions. A school may exceed their mission for line officer commissions, but if the nurse mission is not met, the school ranking will be negatively affected. More schools are currently being given a nurse commission mission for Mission Set 06. At the same time, brigade commanders are requiring

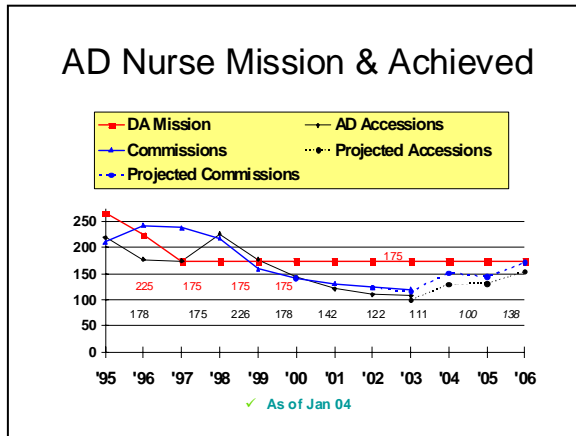
schools to recruit and retain nursing students to commission, regardless of whether or not they have a mission.

### **Increased Accountability By Assigning Missions to All Battalions with Viable, Accredited Schools of Nursing (Currently 192)**

In an attempt to gain greater control over the academic progression of nurse cadets, and therefore better predict their graduation and commissioning dates, Cadet Command in 1997 reorganized the focus of the nursing program within ROTC. Previously, all ROTC battalions that had an affiliated school of nursing on campus, approximately 200, were held accountable for the recruitment and commissioning of nurse officers.

Subsequently, this recruitment mission shifted to fewer than 60 universities across the United States. This refocusing was the result of the implementation of the Partnership in Nursing Education (PNE) program. At that time, in order to limit the academic migration of nurse cadets, an agreement was made between the PNE schools and Cadet Command

to guarantee academic progression if the nurse cadet met all agreed upon academic requirements for acceptance into the junior year of the school of nursing. Because of this concentrated effort at a limited number of schools, ROTC programs not affiliated with the PNE program stopped actively recruiting nurse cadets. Also, the limited number of PNE schools was not able to adequately recruit and retain the required number of nurse cadets. The result of this limited recruitment is demonstrated in the declining number of nurse officers commissioned since 1999.



Cadet Command has returned the recruiting emphasis and mission to all ROTC battalions that have a viable nursing program on campus. These schools are being held accountable for the recruitment and retention of nurse cadets through the assignment of a commissioning mission. This action has substantially increased the number of schools actively recruiting nurse cadets.

Scholarship allocations are changing to better support the on-campus recruitment

potential. Because of the low retention rates of 4-year scholarship cadets from freshman to sophomore (54 percent), more money is being made available for 2 and 3-year scholarships to support on-campus recruitment of quality nursing students. ROTC nursing personnel have worked with ROTC cadre to help them target recruitment on campus. A number of reimbursements have been approved to assist in retention of cadets, including allowances for nurse uniforms and clinical supplies, nurse malpractice insurance, NCLEX-RN review course, and the NCLEX-RN test fee to name a few.

USACC has also consolidated and fenced nurse scholarship funds at the headquarters. The intent is to increase command emphasis on nurse recruitment, improve availability of nurse scholarship funds on a centralized basis, and provide responsive access to scholarship resources wherever qualified nurse applicants exist. It is expected that this reorganization and increased accountability for nurse recruitment will increase ROTC nurse production beginning in 2005, with a projected attainment of accession mission in 2007.

Along with requiring increased missions comes the greater emphasis on education of on-campus ROTC cadre. Both the Pre-Command Course and Recruiting Operations Officer course have expanded teaching segments on how to build a successful nurse program on campus.

### Change in Nurse Counselor roles

The role of Brigade Nurse Counselors changed from that of sole recruiter to teaching on-campus cadre how to recruit nursing students. Once the Nurse Counselor opens the door of the school of nursing for the cadre, it is the responsibility of the cadre to keep the door open and actively support the recruiting process.

The team comprised of Brigade Nurse Counselor, Region Chief Nurse and Command Chief Nurse are more than willing to represent the profession of nursing and be subject

matter experts for specific questions asked by the school of nursing. A team member can also help assess individual programs and offer suggestions on how to improve relationships with the school of nursing, expand marketing/recruiting plans and help put together a package explaining the benefits of Army ROTC.

### **ROTC Nurse Recruitment Video, Branch Orientation Website, and Play Book**

Frequent updates to the field with reference materials are providing the cadre with the right words and ideas to effectively operate within their school of nursing. Using available resources to select scholars, athletes, and leaders has demonstrated promise in increased retention rates. Current resources available for recruitment and retention are: updated general information nurse CD-ROMs that include video clips on benefits of service in The Army, training opportunities, OBC and tours of medical treatment facilities; an Army ROTC introductory video with cadet testimonials produced during the Nurse Summer Training Program at Walter Reed Army Medical Center; a Play Book and other *How-To* tools, techniques, and procedure manuals and information papers specific to nursing and nurse recruitment to assist cadre to effectively interface with school of nursing faculty and to provide step by step directions for recruiters on campus.

The Play Book is a stand-alone product that supplements the Recruiting Tools, Techniques, and Procedures (TTP) already in place. The information found within the Play Book allows cadre to gain the knowledge needed to target the nursing student. Information can be combined from other Play Books to better target specific subgroups, i.e., Hispanic male nursing students. Within the Play Book is an introduction to the market segment, general description of recruiting strategies and a matrix with detailed information that prepares cadre to recruit within this population.

The desired effect is for the number of contracted cadets to be people of quality, committed to duty and the profession, and with a high propensity to follow the program to commissioning.

### **Expanded Educators' Tour at LDAC**

By far the greatest recruiting tool for nursing is showing Nurse Educators the Leader Development and Assessment Course at Fort Lewis. This event is very important to nurse recruitment because nurse educators who have witnessed this field course have returned to their campuses with a newfound appreciation for ROTC and have become top supporters of the program. As a result of their experiences at the LDAC, many of these nurse educators have come to view the Army Nurse Corps as the greatest place for their graduates to practice the art and science of nursing.

### **Partnering with U.S. Army Recruiting Command (USAREC)**

Requirements for healthcare professionals are increasing due to overall and senior population growth, and aging of the healthcare force. For the last five consecutive years, there was a 16.6 percent decrease in enrollment in Baccalaureate of Science in Nursing (BSN) programs. This, coupled with the increased competition for the younger nurse market (average age of graduating nursing student in 2001 was 31) by the civilian institutions, has negatively affected the Army's ability to recruit nursing students on university campuses. Furthermore, civilian institutions developed heavily marketed

comprehensive incentive packages to include loan repayment, work schedule preferences (compressed time), and recruitment bonuses ranging from \$1,000 to \$20,000 with only one-year obligation in some situations.

For the fourth consecutive year The Army ROTC program has failed to meet its nurse recruitment mission. Projections are that ROTC will experience a 30 percent accession shortfall for each year FY 04-05. As a result, ROTC and USAREC have increased their partnership to better meet the accession needs of the Army Nurse Corps. Cadet Command will attempt to meet their mission shortfall by referring senior nursing students not in ROTC to USAREC to meet the accession needs of the Army Nurse Corps. Each school is required to make contractible referrals to cover the deficit in the school's nurse commission mission.

A team effort is important for The Army to be productive in future AMEDD recruitment. Presently, the Army's incentives for Direct Accession Army Nurse Corps officers through USAREC are the option of a \$10,000 recruitment bonus (\$15,000 in FY05) with a four year active duty service obligation; or up to \$27,000 before taxes from a Health Professional Loan Repayment Program (HPLRP) with a 3 year active duty service obligation or a combination of a \$5,000 bonus and the HPLRP for a 6 year active duty service obligation. There are also dollars from the HPLRP allocated for active duty nurse retention; this provides active duty nurse officers the ability to apply for educational loan repayment after they are on active duty for six months. It is presently approved for 3 years – FY 04-06. The retention HPLRP is available for non-scholarship, and 2 and 3-year scholarship winners. The officer that received a 4-year scholarship is still not eligible for the HPLRP.

With proper marketing on campus, the HPLRP can benefit MS 05 and 06 recruitment. We can provide a 2 or 3-year scholarship with the student taking a loan for their freshman and/or sophomore year; upon entering active duty, they apply for HPLRP and have the educational loan paid off.

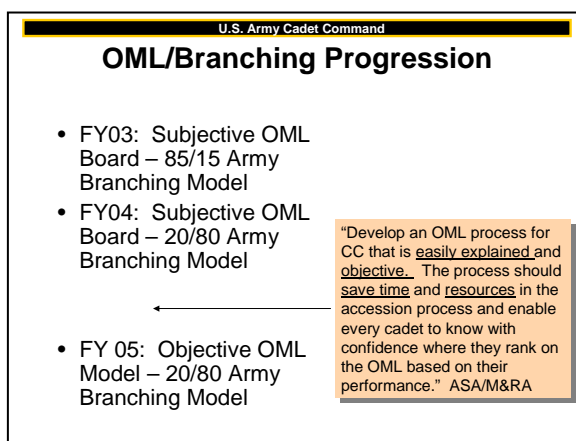
The AMEDD Enlisted Commissioning Program (AECPP) is another program that can enhance the quality of the nurse accession. This USAREC program is established and funded through the Army Medical Department. It was developed to assist enlisted Soldiers in completing their nursing degree and becoming commissioned officers in the Army Nurse Corps. It is predominately made up of military occupational specialty (MOS) 91W series personnel although it is open to Soldiers of all MOS's who want to complete their nursing degree and meet the eligibility requirements. To be eligible to apply, the Soldier must have completed two years of their Bachelor's degree requirements. Students are provided \$3000 per semester tuition assistance. They can attend a school of equal or lesser cost and pay nothing for tuition. They can also elect to attend a school of greater cost and pay all tuition costs above the \$3000 ceiling. AECPP students are required to attend classes in fall, spring and summer to complete their academic requirements within 2 years.

USAREC has been responsible for monitoring the AECPP program from marketing it throughout The Army / processing of applicants to ensuring graduation / NCLEX attainment and commissioning. The unique aspect of this program is that the Soldiers remain on active duty, receiving full pay and benefits of their rank. The problems with this program have been the lack of monitoring on campus and the inadequacy of the pre-

commissioning military training it provides. Because of this lack of officer training, some of these nurses find it easier to relate to the NCO within a hospital environment than their fellow nurse officers. Included in the recent recommendations to USAAC was a proposal to provide oversight and mentoring to the AECF students on campuses across the United States. Understanding that their nursing education is top priority, ROTC cadre will be asked to incorporate the students (not cadets) into selected classes. However, these nursing students will not be required to participate in field experiences, most labs, or extra duties.

The USACC and USAREC team can present a package to the School of Nursing (SON) detailing how we can assist every academic class within their program and ensure that we are not there to remove quality students from their educational programs. The emphasis will be on enlightening them on why The Army Nurse Corps is the greatest place for their students to practice the art and science of nursing. The SON faculty takes great pride in producing top quality nurses and we would like to foster their students' ability to further develop their professional attributes. In return, USACC can greatly benefit from the USAREC programs. One program is the Military Treatment Facility (MTF) visits that USAREC sponsors. The USAREC/USACC nurse team can work together to plan MTF tours that include senior class prospects along with top quality cadets. On the same line, we can utilize the financial support system of USAREC to co-sponsor nursing class events on campus, open to all academic levels: providing freshman, sophomores, and juniors with information on how ROTC can help them meet their goals while USAREC talks about direct accession to the seniors. The success of AMEDD recruitment rests on the ability to work as one team and to take full advantage of the unique aspects (both relational and financial) that each organization under U.S. Army Accessions Command possesses.

## OML/Branching Progression



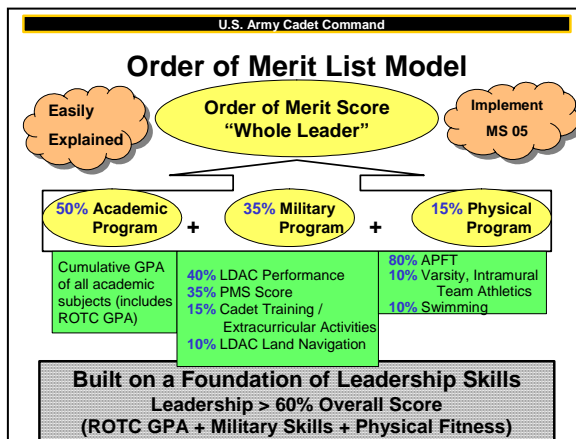
One of the most significant activities that Cadet Command undertakes each year is the order of merit ranking and branching of cadets. Traditionally, the order of merit list (OML) resulted from a board convening to evaluate the records of each cadet. The board generated the list based on cadets' objective accomplishments and subjective *whole person* evaluations. The approved OML was subsequently submitted to DA G-1 for use in assigning branches to the cadets.

In FY03, the top 85 percent of the OML received their branch of choice, if available, and the remaining 15 percent of the OML were to be branched using The Army Branching Model (DABM), an analytical program that balances the preferences of cadets against the needs of the Army.

The 85/15 technique was not properly applied and subsequently did not meet the overall needs of The Army. As a result, the OML was changed for FY04 so that the top

20 percent of the OML were rewarded with branch of choice, if available, and the remaining 80 percent were branched using the DABM.

The OML and branching board process is very subjective, requires a large number of people, takes months to sort out, and is difficult for the cadets to understand. Specifically for cadets, the *whole person* OML board process did not necessarily enable them to equate success in the classroom or in LDAC with their placement on the OML. At the direction of Mr. Brown, the Assistant Secretary of the Army (Manpower and Reserve Affairs), Cadet Command researched techniques to make the OML process more objective, enabling cadets to better equate specific performance measures with OML standing, much the way the United States Military Academy operates.



The result was the development of a revised, quantified OML process. Performance was determined in three categories: academic (both general studies and Military Science), military program, and physical program. The CSA directed that, in the OML process, more weight should be accorded to demonstrated leadership ability than to academic performance. Accordingly, Cadet Command constructed its OML model with the CSA's guidance in mind. The resultant model accords more weight to

leadership [a combination of scores in the military program, the physical program, and the ROTC GPA portion of the academic program] than to academic GPA alone.

Within each of the categories, there are weighted sub-categories. Every cadet understands the variables and can adjust individual effort based on known strengths and weaknesses. Cadet awareness is greatly enhanced, the process is dramatically streamlined, and the command has a system aligned with the U.S. Military Academy.

The priority for branch assignments of cadets will be based on (1) the needs of The Army; (2) the specific professional backgrounds or academic majors of cadets (e.g., nuclear medical science majors for the Medical Service Corps); and (3) the preferences of individual cadets.

The new OML process is currently under development in the Cadet Command Information Management System (CCIMS). PMSs and LDAC will input all data that supports the OML process into CCIMS. In addition to calculating the Order of Merit Score (OMS) and ranking cadets on the National OML, the new OML process will query the data for possible *Show Cause* files. Therefore, it is important that PMSs and LDAC tactical officers provide precise comments that support letter (E, S, N) ratings. In CCIMS, schools will have the ability to view all data used by the OML process, the OMS, and where cadets rank on the OML as well as print all forms required by the Selection and Branching Board.

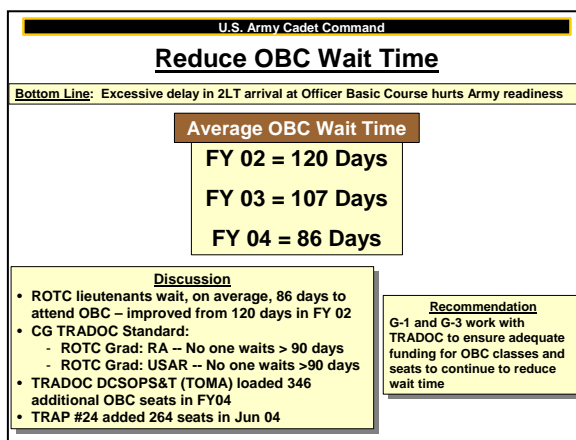
The new OML process implementation begins in the fall of 2004 for MS05 commissioning. An OML Validation Board will also convene to validate the automated



process. The goal is to use the new OML process for subsequent mission sets without convening an OML Panel.

Automating the OML process increases the capability of the Cadet Command staff to simulate different branching scenarios. The command purchased the required software to replicate the DA branching process, providing the means to *war-game* a variety of branching alternatives that the DA staff currently does not have the time or manpower to pursue. This provides an important tie-in to Cadet Command processes derived from the Officer Accession Strategy, specifically the ability to tailor the distribution of cadets in each cohort to the needs and desires of individual branches. The branching process will remain a DA responsibility, but Cadet Command can assist with pre-sorting cadet files to hasten and add value to the process.

### Reduce Officer Basic Course (OBC) Attendance Wait Times



A long-standing problem with ROTC commissions is the resultant flood of requirements for Officer Basic Course training seats that occurs each summer. Cadet Command commissions 79 percent of its officers during spring graduations and after LDAC in the summer. Combined with approximately 1,000 USMA graduates on 31 May, it represents a substantial challenge for a training base that is resourced for an evenly distributed flow rather than large surges of students in short time periods.

The downside of the commissioning framework is long wait times to get to the Officer Basic Course for many lieutenants. The goal established by CG TRADOC is for all Active Component and Reserve 2LTs to attend OBC within 90 days of commissioning. In recent years, the average AC wait time was approximately 120 days. TRADOC DCSOPS&T moved some OCS start dates beginning in FY03 and added 346 additional OBC seats in FY04, dropping the average AC wait time to 97 days. A Training Resource Arbitration Panel in Jun 04 added an additional 264 seats and lowered the average wait time for FY04 to 86 days<sup>1</sup>.

Much work remains to move from an average of 86 days to not more than 90 days. Cadet Command will continue to work with TRADOC DCSOPS&T to ensure adequate seats are available and filled. The command will also research additional means of assisting efforts to meet the TRADOC goals. One course of action that would help considerably is shifting more ROTC commissions to the fall and winter. This possibility will be explored to determine the feasibility and cost – this is a meaningful action to cadets and may have multiple benefits in the long run. Interaction between Cadet Command, DA G-1, and the training base as part of the Officer Accessions Strategy will

<sup>1</sup> TRAP #24 reduced the average wait for AC 2LT to 86 days as of 21 Jun 04.

maintain focus on this initiative. The command's first priority for officers after commissioning is to get them to OBC as soon as possible.

## Expand Cadet Training Opportunities

U.S. Army Cadet Command				
Cadet Troop Leadership Training				
FY	01	02	03	04
Requested	1540	1509	1467	1667
Allocations (PLT LDR/Intern)	1383/ 274	1233/ 218	696/ 317	633/ 299
CONUS (PLT LDR/Intern)	1051/ 262	1065/ 139	488/ 257	509/ 286
OCONUS (PLT LDR/Intern)	244/ 12	168/ 79	208/ 60	134/ 13

'historical norms' by type and location of CTLT allocations and work with the field to provide those specific opportunities vice the current passive approach where the field is asked what they will support and allocate those to the regions. The process now establishes field requirements rather than the current process of supply-based allocations. The goal is to train as many of the cadets as are available for the opportunity.

U.S. Army Cadet Command				
Cadet Practical Field Training				
FY 04 Allocations				
Course	Airborne	Air Assault	Combat Survival	Combat Diver
	1150	130	10	20
Course	Cadet Field Tng	Mountain Warfare	Northern Warfare	UK Officers Tng
	34	40	12	40
Course	Sandhurst Comp	Robin Sage	SFAS	
	5 teams	240	5	

FY 04 – added Winter Airborne allocations (30)  
-- added SFAS Pilot Program (5)

FY 05 – working AA MTT (Dedicated classes)  
-- reinstitute Cadet Drill Training Program

Cadet Command is currently working across The Army to expand Cadet Troop Leadership Training (CTLT) opportunities for our cadets. We are most focused on increasing opportunities for CTLT and Internships in high-tech fields and labs across the Department of Defense (DOD) such as Sandia or Lawrence Livermore. Additionally, Cadet Command is in the process of converting the CTLT process from a supply based to a demand based process. Cadet Command will establish

Cadet Command has expanded CTLT opportunities to include Army Reserve units deployed for mobilization or Annual Training (AT). This will give participating cadets the opportunity to see Reserve units in action (an intrinsic marketing tool for The Army Reserve), as cadets decide whether to join the Reserve immediately upon commissioning or join The Army Reserve upon exiting active duty as Captains.



## PRIORITY 3: OBTAIN QUALITY CADRE

U.S. Army Cadet Command	
Initiatives	
<ul style="list-style-type: none"> <li>• Continue to screen for best-qualified PMSs</li> <li>• Achieve and sustain 100% cadre fill</li> <li>• Sustain contact replacement</li> <li>• Obtain replacements for 42L and 92Y</li> <li>• Enforce SOCC attendance requirements.</li> </ul>	

Quality cadre are those that have the ability and the desire to recruit and develop cadets as well as understand the needs of The Army. The quality cadre member may not always be well defined by typical assignment performance. There are those officers and NCOs who, by virtue of their disposition and personality, will perform better in cadre assignments. We will develop measurements of how well potential cadre may perform.

### Personnel Status

U.S. Army Cadet Command			
Personnel Status			
	<u>Auth*</u>	<u>Asgn**</u>	<u>% of Fill</u>
Officers	803	770	96%
Enlisted	1006	954	95%
USAR	102	102	100%
NG	104	102	98%
Civilians	614	606	99%
Contractors (COMtek)	490	460	94%
Total	3119	2994	96%
* = Will lose 105 42L (former 71L) auths in FY 05			
** = Short 30 active duty officers and 52 NCOs			
** = Includes 33 active duty cadre members on TCS taskers and 70 deployed COMtek employees			
As of: 20 May 04			

Full cadre support and the ability to sustain contact replacement have been instrumental to the recent successes of the command. The onset and continuation of hostilities in Iraq and Afghanistan challenge the ability to maintain the high fill rates required. Stop loss, stop move, operational rotations, and contractor deployments deplete cadre numbers and make it increasingly difficult to obtain timely replacements for programmed losses. Decreasing fill rates also mean increasing underlap for PMSs and cadre.

Contact replacement is an extremely beneficial program initiated two years ago that is maintained to the greatest degree possible under current conditions. The command is fortunate to be able to report relatively high fill rates but must remain creative and actively engaged in efforts to ensure the human resources are available to accomplish the mission.

Cadet Command is programmed to lose 108 administrative NCOs (MOS 42L) in FY 05. The Army is leaving 65 Human Resource Assistant (HRA) NCOs to support battalions where there is no other HRA support. Efforts are underway to obtain back fill with either GS employees or contractors. The support provided by these individuals is critical – tracking cadets and updating cadet databases is central to our core processes and generates too great a workload for instructors and recruiting officers. Efforts continue to address and correct shortfalls in this area.

Also scheduled for conversion are all of the battalion supply NCOs (MOS 92Y). As these Soldiers are reassigned in the future, government service civilians will be hired using anticipated funding.

**Aug 03 PMS Selection Board (SY 04-05)**

- 270 applicants boarded for 78 PMS vacancies
  - 78 Primary selectees
  - 29 Alternate selectees
- Of the 78 PMSs selected:
  - 9 are former or serving CSL battalion commanders
  - One inbound selected for SSC
  - 17 total minority officers; eight males/ nine females
  - 51% CA; 18% CS; 23% CSS; 8% FA
  - 34 already affected by Stop Loss
- 32% were slated for their first preference; 14% received their second preference; 67% received one of their top five choices

51 percent CA; 18 percent CS; 23 percent CSS; 8 percent Functional Area officers. First assignment preference went to 32 officers; 14 percent received their second choice and 67 percent received one of their top five choices. Unfortunately, Stop Loss has already impacted 34 inbound PMSs, resulting in either late reporting or the need to select alternates. Cadet Command will continue efforts to minimize these disruptions to ensure the appropriate level of expertise is focused on recruiting and training future Army leaders.

Cadet Command must continue to aggressively market the PMS program to officers throughout The Army in order to maintain the large pool of outstanding applicants. Parallel to this effort is careful screening of all PMS requests for tour extensions. The command will continue to guard against officers not fully committed to the program. Current policy limits tours to three years. Brigade commanders may ask exceptional PMSs to remain a fourth year. One of the few concerns from the last board is the number of quality minority applicants that competed. Diversity of gender and ethnicity is as important as diversity of branch in ensuring that leadership in the field reflects and enables command commissioning goals. The staff will continue to market the goodness of PMS duty throughout The Army and closely screen applications to get the right mix of officers in the right places to influence future success.

A critical process for properly introducing new PMSs into Cadet Command is attendance at the pre-command course (PCC) conducted by the School of Cadet Command. This is required for all brigade and battalion commanders and sergeants majors. Similarly tailored courses are required for Recruiting Operations Officers, Human Resource Assistants, and Logistics personnel. Every new cadre member from the command must be enrolled in the first available course after reporting to the command. Brigade commanders and PMSs are also encouraged to structure their PCS to enable both the PCC attendance and duty or, at least, observation time at the Leader Training Course and the Leader Development and Assessment Course.

All new cadre assigned to Cadet Command are required to enroll and complete the Distance Learning School of Cadet Command (DL SOCC) orientation CD. To enroll, contact your Region Enrollment Administrator (REA) at the Region level within the first 15 days of arrival at your Cadet Command assignment. Once enrolled, the course must be completed within 45 days. Completion of DL SOCC is mandatory prior to attending any resident-based training at the School of Cadet Command (SOCC), Fort Monroe, VA.

A significant success story for Cadet Command in recent years is the steadily improving quality of PMS obtained via the board selection process. The SY 04-05 board results continue this favorable trend. There were 270 applicants boarded for 78 PMS vacancies. Of the 78 PMSs selected (29 alternates were also selected), nine are or were CSL battalion commanders, one inbound is selected for SSC, and 17 are minority officers (8 males/9 females). The branch breakdown for the 78 selected is:

## PRIORITY 4: INCREASE DIVERSITY AND TARGETED MISSION SUCCESS

U.S. Army Cadet Command
<b>Initiatives</b>
<ul style="list-style-type: none"><li>• Officer Accessions Strategy</li><li>• Execute Shape the Force Strategy: Establish and recruit to goals for:<ul style="list-style-type: none"><li>– Gender</li><li>– Ethnicity</li><li>– ADM</li></ul></li></ul>

Cadet Command continuously seeks to ensure that the cadet population is reflective of the environment we operate in and sensitive to the needs of the Army. Providing the proper mix of quality, gender, and ethnicity requires careful consideration of each school's capability to contribute. That capability has to be supported and resourced with the right numbers and mix of cadre and with sufficient scholarship and operating funds to enable success.

Cadet Command faces challenges in each of the broad goals stated above: quality, gender, and ethnicity. Two facts encapsulate the bulk of the problem. The first is the fundamental cultural differences in how ethnic groups perceive the utility of Army service. Minority groups tend to gravitate to The Army as an opportunity to learn marketable skills in a trade or career field, while the majority is more receptive to the adventurous aspects of military service. This results in an imbalance in basic branch preferences, with a notable lack of minorities desiring service in combat arms.

The second fact is that there are no established criteria for quality as defined by academic discipline and achievement. The characteristics of the Future Force Leader suggest that The Army must closely examine the traits and characteristics desired and weigh them against current trends. All commissioning sources must look to the future through this quality lens to determine if the status quo is sufficient.

To address these issues and to bring the ROTC program on line with the current needs of The Army, Cadet Command has recently implemented a new cadet branch preference policy. Beginning in FY 05, all medically qualified male cadets will be required to select a combat arm as one of their three top branch choices.

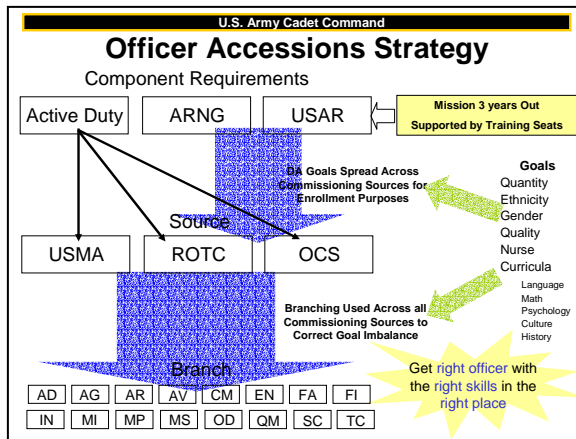
There are other challenges within this priority and all will be addressed through two major initiatives – the Officer Accessions Strategy and the Shaping the Cohort program.

### Officer Accession Strategy

U.S. Army Cadet Command
<b>Officer Accession Strategy</b>
<b>Discussion</b>
<ul style="list-style-type: none"><li>• Need for a coordinated, synchronized effort which leverages 3 unique sources of commission (USMA, ROTC, &amp; OCS)</li><li>• Addresses:<ul style="list-style-type: none"><li>– Diversity of combat arms</li><li>– Male/female ratio in the Warrior Force Officer Corps</li><li>– OCS college option/in-service ratio</li><li>– Cadet branching ( satisfaction / retention)</li><li>– AR/NG company grade shortage (short over 5,000 company grade officers)</li><li>– Wait time for OBC</li><li>– Future scheduling of BOLC II &amp; BOLC III</li></ul></li></ul>
<b>Recommendation</b>
<ul style="list-style-type: none"><li>• DA (G3/G1) Study</li><li>• G1 missioning 5-years in advance</li><li>• Continue to allow ROTC scholarship cadets to access in RC</li><li>• Branch at Contracting (Pilot)</li></ul>

Cadet Command is pursuing active participation from DA G-3, G-1, and other commissioning sources in the development and execution of an overarching Officer Accession Strategy. The four primary commissioning sources are ROTC, the United States Military Academy, and the two OCS programs run federally and by individual states. The pre-commissioning experiences vary

greatly and the year-to-year management of each mission is more dependent upon past performance than a structured analysis of overall Army needs.



The envisioned process is depicted in the diagram at the left. Officer requirements for all components must be generated at least four years out – the soonest Cadet Command can substantially influence the program input. Ideally, it will be known for all POM years. Once the net total numbers are known, each of the commissioning sources should be analyzed to project the optimal mix required to obtain specific missions for quality and diversity as well as any directed skills deemed necessary for the

future force. All commissioning sources then focus on meeting these specified goals.

The final refinement is achieved through the branching process. The outputs of the commissioning sources are analyzed and, based on a balance between the needs of The Army, the professional qualifications/academic backgrounds of cadets, individual cadet preferences and branch equity, cadets are assigned branches in a manner that provides all branches the quality and academic discipline mix desired while attempting to maximize cadet branch satisfaction.

The DA G-3 and G-1 collaborated early in FY04 to re-energize a forum at their level to examine and address officer accession requirements. This is currently designated as the Officer Management Group and the initial session was held in Jan 04 with all commissioning sources and TRADOC DCSOPS&T represented. Prior to this session, DA G-1 worked closely with the USAR and ARNG to develop tentative missions for all components for FY05 through FY11. These missions include substantial increases in commissions for both the USAR and ARNG to reflect their actual needs and are dependent upon sustained high production by ROTC.

Recent and projected successes in the ROTC mission drive another accessions strategy requirement – the establishment of a policy to determine who is offered active duty vice USAR or ARNG commissions. Scholarships can no longer be considered as an automatic ticket to active duty. A methodology that reflects the real possibility of competing for active duty slots and for allowing selection of Reserve Component duty for officers previously not allowed to serve in that capacity must be established and published. The DA G-1 accepted responsibility for the methodology and will develop it prior to the branching board for MS05.

Within or without the larger Army Officer Accessions Strategy, Cadet Command must focus on providing the best possible mix and number of officers. Aside from sustained long-term production, the recruitment and commissioning of minorities into the right branches may be the single biggest challenge. The current main effort is on African-Americans serving in the combat arms. Overall, Cadet Command does a very credible job at recruiting African-Americans, sustaining commissioning rates on par with the national population. However, this ethnic group displays a very different gender mix

and a distinct branch propensity variation from the general market, notably a lack of desire for combat arms. Cadet Command will aggressively pursue methods to influence these preference imbalances. Work is ongoing and will continue with the Commission on Officer Diversity and Advancement in the Army (CODA), Historically Black Colleges and Universities (HBCUs), and national African-American organizations to maintain a diverse and competitive workplace for all Army branches.

Cadet Command is in the process of devising an accessions strategy that will ensure equal access to the officer corps and to an officer's career. In FY 05, the command will mission individual battalions based on the university's demographics. Moreover, Cadet Command will work closely with both HBCUs and through the Hispanic Access Initiative (HAI) to broaden access into the officer corps and to shape the occupational preferences of the officers commissioned from these schools. At the same time, Cadet Command will ensure that robust and effective mentoring and counseling programs are established for minority officer aspirants. Newly commissioned minority officers must enter The Army with the knowledge necessary to perform effectively as a junior officer. Much of this knowledge cannot be acquired in The Army's school system but must be picked up through informal association with role models and mentors. Cadet Command will establish a support group for Hispanic and Latino cadets similar to the ROCKs, a mentoring and support group that focuses primarily on African American cadets.

African-American females are increasingly attracted to college to the extent that they now comprise 65 percent of all African-American graduates. This is reflected in the ROTC programs, where current trends will soon reach the point where 50 percent of all African-American commissions will be females. This exacerbates the problem of branching African-American males into combat arms – dwindling percentages with an already-low propensity to serve in that capacity.

The Shaping the Cohort program, depicted in the next section, moves the command toward more aggressively recruiting all minorities in accordance with the estimated ability of individual schools. To be wholly successful, a large effort is required to influence targeted groups toward preferences that enable better self-selection that provides equitable distribution across branches.

The USACC and USAAC marketing and advertising programs are focused on minority issues in general and the combat arms problem in particular. Two major obstacles to overcome are misconceptions about Army life in general and the lack of awareness of what it means to be an officer. Leo Burnett, The Army advertising agency, and its associates are aggressively pursuing strategies to create awareness of officership and ROTC and refining it further to messages touting the long-term benefits of serving in the combat arms.

The Personnel and Administration directorate is involved in this effort by closely monitoring the PMS and cadre selection processes to optimize the diversity mix on campuses. The goal is to ensure every school gets the best possible PMS while maintaining cadre diversity in the program. This assists the command in achieving another goal – providing mentorship opportunities that will help African-American males to understand the system and how they can be successful within it.

Branching issues are concerns for the general population as well as for minorities. Most cadets shun certain branches, notably Ordnance, Chemical, Field Artillery, and Air

Defense Artillery. The staff works with these and other branches to assist their efforts to appeal to cadets. Considerable work was done to provide maximum visibility for all branches on Cadet Command websites. A program is under consideration that targets this branch prejudice. Branching at Contract is designed to address the lack of general propensity to commission in certain branches. The intent is to offer certain branches to cadets when they first contract, allowing the command to steer high-quality cadets into branches seeking specific qualities and characteristics and providing those cadets early peace-of-mind and enhancing their branch satisfaction. USAAC is working with USACC and DA G-1 on this issue. A pilot program will be executed with MS05 cadets in the Aug/Sep 04 timeframe.

## Shaping the Cohort

U.S. Army Cadet Command

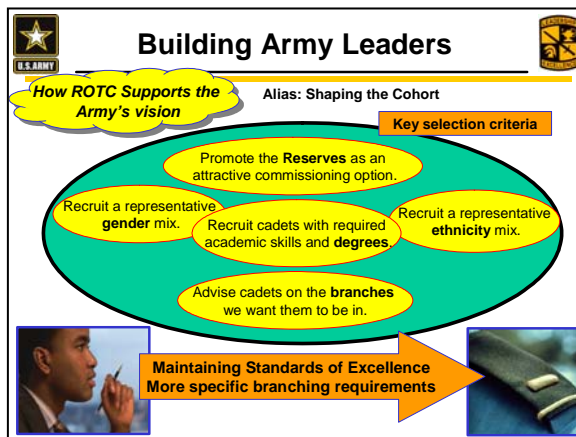
### Shaping the Cohort

- **Purpose:** Shape each cohort to meet the Army's needs.
- **Method:**
  - From the Army's needs, determine what we must produce
  - Determine what portion of the overall mission each school can produce
  - Develop a reasonable, rational, and understandable "blueprint" for assigning these missions to each battalion
  - Develop process to apply resources in support of these missions
  - Determine how to adjust the cohort year by year
- **Endstate:** Establish precisely how the command will meet its commission mission, by type and quantity.

Phased Implementation for MS 06/07  
 Cohort Implementation begins MS 08

**Summary:** The goal of the Shaping the Cohort (STC) project was to develop a quantitative, rational, and understandable process to mission schools and allocate limited Army ROTC resources to manage and shape each mission set cohort as it moved through the developmental process. The composition of each cohort would be managed closely to ensure that each meets not only the total quantity, but also the academic, race/ethnic, gender, and component goals established by DA for

Army ROTC's contribution to each commissioning year group.



Obtaining the appropriate mix of academic skills and backgrounds in each annual cohort has proven to be a particularly difficult problem. Cadet Command recognizes that The Army has an annual requirement for science, math, and engineering educated lieutenants by branch and has missioned subordinate units to achieve these goals through the STC model by fiscal year 2008. Cadet Command is in the process of revising Cadet Command Regulation 145-1, Appendix F (Army ROTC Scholarship

Academic Discipline Targeting) to align the Academic Discipline Mix (ADM) with the following distribution of science, math, and engineering (SME) courses contained in each academic degree curriculum: (a) ADM 1 = less than 12 percent; (b) ADM 2 = 12 to 25 percent; (c) ADM 3 = 26 to 50 percent; (d) ADM 4 = greater than 50 percent. In addition, Cadet Command is initiating technical upgrades to CCIMS to more accurately account for cadets with double majors, minors, technical electives, etc. Cadet Command does not believe that specifying mandatory courses for cadets (like the NROTC does) or identifying specific degrees for cadets (like the AFROTC does) is required at this time.



The STC analysis began by leveraging two Cadet Command internal studies - the *On Campus Market Potential Study* (OCMPS) and *Officer Accessions Strategy* (OAS). The OCMPS provided information to categorize schools and students not enrolled in Army ROTC, while the OAS determined battalion targeted missions based on the percentage of baccalaureate graduates at each school in a given year demographically and supporting the identified targeted mission goals from the 1998 TRADOC ADM Study. College databases/catalogues such as the National Commission for Educational Statistics (NCES), Peterson's, and Barrons also provided useful enrollment and graduation data. Continuing research will keep the model as accurate and relevant as possible.

The resourcing of schools was determined by a detailed analysis of each school's market. Depending on entry points for a school's cohort, scholarship funding and other incentives, the model supported the attainment of the assigned targeted missions. This, and the modification of the existing cadre staffing template, determined the total number of scholarships and cadre by type to optimize the probability of mission accomplishment. Additionally, an implementation timeline was developed to ramp schools' resources up or down over a period of years to meet the objective state.

Lastly, a triennial program review was developed to facilitate a more responsive mission management strategy. Each review focuses on ensuring the overall cohorts are correctly shaped in order to meet The Army's annual lieutenant requirements.

The CC Nursing Potential Base Model is an exhaustive analysis of each host and partnership school in Cadet Command to identify those that had the potential to produce nurses. Based on the Command's Chief Nurse work with the Brigade Nurse Counselors, the ADM 5 mission for each school was developed to support achieving a proposed increase to the Army's annual requirement for nurses from 175 to 325. To meet the commission mission, the model was uniformly applied across the Command's ADM 5 producing schools.

**Assignment of Missions:** Though the STC model determined battalion-level missions, USACC aggregated the brigade totals and missioned at the brigade-level. This provided brigade commanders the flexibility to use their professional military judgment in determining a battalion's final mission and ensuring resources were available for mission success. To aid in this process, battalion commanders conducted a market analysis aided by a mission analysis Decision Support Template (DST) to determine the appropriate mission and required resources to ensure a high probability of mission success. This information was then transformed into a SROTC Program Model. This model has three parts. The first part is the Mission Data Card which provides general school information and mission data. The Program Data Card is the second part, and provides an "arrow" chart depicting a snapshot of a cohort with its entry points to Army ROTC, breaking it down demographically and identifying the required resources. The final part is the Statement of Justification (SOJ) which describes any deviation from the base models due to unique situations at the school and led to CG decisions for each outlier school.

*Outliers* fell into three categories: Schools within a school-type that did not have data as a result of the OCMPS (MJs & SMCs); Schools within a sub-category requiring additional consideration (HBCUs); and, individual schools that had compelling reasons to

deviate from the model and were approved by the CG. The general decisions are outlined below:

1. The military schools were not part of the OCMPS due to the unique nature of their cadet corps. They were, instead, missioned based on the number of graduates from the corps compared to the overall corps graduates by category (SMC, MJC), and using their overall FY03 commission mission compared to their FY02 production.
2. HBCU missions were normalized based on a non-linear function due the Command's continued efforts to commission diversity. The size and academic reputation were the main factors in the equation.
3. Individual schools deviating from the model demonstrated logical reasons, such as classroom or office space constraints, or exceptional external incentives from the university or state in terms of funds and/or cadre. The decision to mission them either above or below the accepted market penetration range was based on RROD recommendations to the CG.

**Implementation Strategy:** The implementation of Shaping the Cohort will vary school by school depending on how far their current mission and resource levels are from the objective state. In approximately half the schools, implementation can be achieved in approximately a year. For the others it will take several years. The challenge of designing a system that ramps some schools' resource level down while increasing others is to ensure mission success, but not at the expense of cadet quality of instruction and mentoring, nor cadre quality of life. To do this, the command must identify AC cadre transitions far enough out to change a school's mission and resources, and then synchronize them with the actual departure. In Fall 2003 a decision was made to use the battalion data to develop the brigade mission and then allow brigade commanders to distribute the mission throughout their battalions. This is the art portion of the strategy – moving from the strictly mathematical science and incorporating a commander's knowledge and experience to determine the final battalion missions and the period required to “shape” each cohort.

**Mission Management Strategy:** The mission management of Shaping the Cohort is designed to be much more responsive than the current Annual Program Review (APR) and demands accurate, predictive and a near-real time common operating picture of the composition and disposition of each cadet. The Triennial Mission Management Conferences (TMMCs) are detailed reviews of individual programs and the command as a whole to ensure the cohort is shaped appropriately are conducted in October, February and June. They are scheduled immediately after the Command's Cadet Asset Inventory (CAI), which is a thorough data scrub of each school's cadet info in CCIMS, to maximize data accuracy and facilitate optimal decision-making. The timing captures major changes/updates tied to the cadet lifecycle (Fall semester, Spring semester, and Summer training). Whereas each conference is designed to manage each cohort and shape it accordingly to accomplish the mission, at the February conference the current year + 4 missions are assigned (similar to the APR presently). Through the responsive nature of this system, targeted mission management is made possible and each cohort's shape is maintained.



## PRIORITY 5: PARTNER WITH RESERVE COMPONENTS

U.S. Army Cadet Command
<b>INITIATIVES</b>
<ul style="list-style-type: none"><li>• Annual Accessions Summit and streamlining of Guaranteed Reserve Forces Duty (GRFD) accessions into the Army Reserve</li><li>• PMS education process for counseling GRFD cadets</li><li>• Army Reserve Line LT and Nurse LT specified mission</li><li>• Army Reserve CTLT opportunities for USACC cadets</li><li>• Enhanced Active Guard and Reserve-Reserve (AGR-R) staffing throughout USACC</li><li>• Army Reserve BOLC I (ARBOLC I) Program</li><li>• Dedicated Warrior Forge Support Battalion</li><li>• Improved officer tracking and hand-offs between Military Junior Colleges (MJC)s and PMSs</li></ul>

The new Reserve line LT (650 in FY06) and nurse mission (25 in FY06 ramping to 100 in FY09) mandates an increased Reserve presence in USACC at all levels. USACC provided over 15 percent of its instructor force in support of global operations, and the Reserve is a valued presence in the USACC community that can readily mitigate these losses. A number of initiatives are underway in support of cadet training, training support, staffing, and Guaranteed Reserve Forces Duty (GRFD) accessions.

### Joint Accessions Process with the Army Reserve:

The increasing percentage of ROTC cadets that will commission into the Army Reserves requires more careful management to ensure PMSs can begin aligning cadets with vacancies in a timely manner to enable OBC date and unit of assignment no later than 60 days after commissioning.

For cadets expressing desire to commission into the Reserves, school PMSs must know how to appropriately brief them in making the right kind of branching decisions *before* accessions packets are submitted to P&A, USACC. The USACC will educate the PMS force on how to obtain visibility on the Reserve's vacancies and encourage cadets to seek those branches most prevalent in the geographic areas they plan to live upon college/ROTC completion. Armed with this information, PMSs can then get a head start on the accessions process listed above by having the sort of career counseling session all active-component-bound cadets receive. Complete details of how this process works can be found at [http://www.rotc.monroe.army.mil/command/reserve\\_home.html](http://www.rotc.monroe.army.mil/command/reserve_home.html) and accessed by clicking into the *GRFD Accessions* hyperlink.

### Enhanced AGR-R Staffing throughout USACC

U.S. Army Cadet Command
<b>USACC's AGR-R Staffing Requests from The Army Reserve</b>
<ul style="list-style-type: none"><li>• Enhanced AGR Support<ul style="list-style-type: none"><li>• 7 AGR PMSs to bring total to 21</li><li>• 14 AGR O-3/O-4 Nurses to assist with the Reserve nurse mission (and commensurate scholarships);</li><li>• 14 AGR O-4/O-5 ROTC Brigade XO's</li><li>• 3 AGR O-4/O-5 USACC Directorate Reserve Liaison Officers (for DOLD, RROD &amp; P&amp;A)</li></ul></li><li>• Dedicated ROTC LDAC Reserve Support Battalion for recurring annual support at Ft. Lewis</li><li>• Use of newly-accessioned Reserve AGR lieutenants as Gold Bar Recruiters until deployment to OBC</li></ul>

At present, there are over 102 AGR-R officers assigned to USACC; 3 at USACC staff, 2 at the Region staffs, 14 PMS authorizations, and 83 APMS authorizations. USACC will expand the AGR-R PMS opportunities from its current level of one per brigade (14), with seven additional positions to be located in geographic proximity to the reserve readiness commands (RRCs). USACC also seeks to expand its AGR-R APMS and staff force with additional Troop

Program Unit support by soliciting from the Office of the Chief, Army Reserve, for 14 AGR nurses, 14 AGR brigade XOs, and three staff officers for USACC headquarters.

### **Reserve CTLT Opportunities**

USACC will seek to establish a partnership CTLT program with the Army Reserve that will allow cadets an expanded choice of CTLT opportunities with mobilized Army Reserve units undergoing Annual Training (AT) or deployment for Operation Enduring Freedom (OEF)/Operation Iraqi Freedom (OIF). This CTLT partnership capability will expose many of our MSIII cadets having just completed Warrior Forge an opportunity to see the Army Reserve in action.

### **Officer Accession Strategy and ARG2G Initiative**

The Army Reserve established an alternative commissioning partnership pilot with USACC in Jan '03 called, at the time, the Army Reserve Green-to-Gold Program (ARG2G). ARG2G is essentially a Reserve-centric accelerated commissioning program similar in intent with other accelerated commissioning initiatives. The Reserves will utilize the lessons learned from this pilot, along with guidance, curricula, and general support from USACC, to continue development of a program that meets the short-term commissioning requirements of the Reserves while maintaining the rigorous training standards critical to the development of high-quality officers.

### **Training Sessions**

Following are goals for various venues Cadet Command pursued this year which significantly enhance interoperability between the Army Reserve and Cadet Command. We should continue down this path to illuminate problems and bottlenecks before they happen, and to continue to identify mutually beneficial opportunities.

**1. Annual Marketing & Accessions Summit:** This inaugural summit was well-attended by the Army Reserve personnel community. Problems regarding automation and accessions procedures were identified and some fixed on the spot. This is an endeavor that should become an annual event at USACC. We will continue doing this once a year in August prior to USACC's accessions process.

**2. Training and Training Support Summit:** USACC DOLD and JROTC Directorates should convene annually with the Army Reserve G-1 and G-7 directorates, SROTC Brigade Commanders and DIV(IT) G-3s once a year, preferably in the January time frame, to outline the direction of LDAC support, DIV(IT) support and other training and operational imperatives.

### **Improve Officer Tracking and Hand-off Between MJC's and PMS's**

Considerable work was done in the past year to improve the coordination between Military Junior Colleges (MJC's), HRC St. Louis, and the SROTC programs attended by MJC lieutenants.

One of the concerns expressed about the Early Commissioning Program was the ability to monitor GRFD officers after they commission. Cadet Command is drafting changes to AR 145-1 recommending PMS input to this process where appropriate.

The MJCs requested various additional support from the Cadet Command headquarters staff that is now complete or in progress.

The command is updating all appropriate regulations and memoranda of understanding to reflect changes agreed upon by both parties. Included in these revisions are better-defined roles for MJCs and PMSs and changes to school waivers and extensions to ensure PMSs are involved where appropriate.

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## PRIORITY 6: IMPROVE INTERNAL COMMAND AND CONTROL

U.S. Army Cadet Command
<b>Initiatives</b>
<ul style="list-style-type: none"><li>• Increasing performance and capability of CCIMS</li><li>• AAC Data Warehouse</li><li>• Region and Headquarters connection to the Recruiting Services Network</li><li>• Bn Website Template</li></ul>
20

Command and Control (C2) is required to accomplish the mission. Cadet Command has a more difficult task since the organization executes operations in a decentralized manner, has a nationwide footprint, is primarily located in the public sector, and has minimal personnel resources for administrative tasks. Effective communications becomes a major challenge in an organization with these characteristics. The quality and efficiency of our communications significantly impacts all areas of our

mission. We must eliminate complex, bureaucratic procedures and leverage technology against simple, efficient processes to achieve effective C2. Specific initiatives critical to effective C2 are:

1. Keeping all information current and providing all information, data requests, and surveys in a web-based environment.
2. Improving the capability, reliability, and responsiveness of CCIMS; Includes simplifying the current processes, eliminating non-essential input, and adding paperless transactions requiring chain of command approval.
  - a. Paperless Waivers working – expected fielding is April 05
  - b. Ensuring all fields in CCIMS are required – review by functional SMEs have identified those fields to be deleted. Expected completion is Dec 04.
  - c. Automated OML Process working -- expected fielding is August 04.
3. Always working on the same set of data; eliminating disconnects between the .COM and .MIL environments.
  - a. Consolidating networks to one environment that is easily accessible to all Command elements estimated execution data October 04
4. Consolidating or Eliminating Reports and automating the essential decision making information; includes the Mission Set Management Report.
  - a. MSMR will eliminate 6 reports, released in April 04
5. Automating all JROTC processes to include Instructor and Student Management, Instructor Application/Certification, and paperless transactions.
  - a. JCIMS, instructor management is fielded, ongoing work to fine-tune
  - b. Student Management not expected before January 05

6. The ability to analyze data for trends, projections, and quantitative metrics for measuring mission success.
  - a. Data Warehouse will provide this ability; first version expected July 04
7. Consolidating our communication network to improve capability and security, while decreasing the cost of support.
  - a. Action working in along with 3a with phased cutover dates started in April 04 and continuing until October 04.
8. Standardizing our commercial web pages to ensure we effectively communicate/ market the one Army concept and attract the quality we want in ROTC.
  - a. Working now, expected to be in place by September 04.
9. Maximizing new technology to improve voice and data communications between every level of the command.
  - a. Several initiatives will be available with new network capabilities to include, includes IP based (read digital on the LAN) VTC and phone plus consolidating email from Eastern and Western Regions. Continuing to research wireless solutions for “anywhere” computing.

## **PRIORITY 7: EXECUTE EQUIPMENT MODERNIZATION PLAN— TRAIN CADETS ON MODERN COMBAT EQUIPMENT**

As The U.S. Army transitions into an expeditionary force, it is incumbent upon Cadet Command to ensure that newly commissioned lieutenants arrive at their first duty station equipped with the skills, knowledge, and personal attributes necessary to immediately become an integral part of a team. No longer do we as an Army have the luxury of postponing a large portion of the training of new lieutenants until after they assume command of a platoon. They must now *hit the ground running* and be prepared to provide effective leadership from the moment of their arrival. There have been instances where lieutenants right out of their branch basic courses have been thrust into combat as platoon leaders, where they were expected to provide effective leadership to a group of Soldiers whose names they did not know.

**33 of 41 lieutenants commissioned from the  
University of New Hampshire in the last  
three years have seen combat**

As part of the effort to ensure that lieutenants arrive at their first duty station equipped with the necessary skills and knowledge, Cadet Command has started an initiative that will ensure that cadets train with the equipment with which they will fight. In the past, cadets in LDAC, in LTC, and on campus have trained with equipment that is no longer used in The Army. This is no longer acceptable. Cadet Command is in the process of compiling a list of the essentially obsolete equipment that is still being used. Currently, Cadet Command has identified the following equipment that must be replaced.

### **Old Item**

Load Bearing Equipment

Canteens

Kevlar Body Armor

Field Jacket

Sleeping Bag

### **New Item**

Load Bearing Vest (LBV)

Hydration System

New Body Armor

Gortex Cold Weather Jacket

Modular Sleeping Bag

Multi-purpose Shoe

After it completes this list, it will initiate action to replace it with modern equipment. Equipment in the ROTC program must be brought up to the same standards as those used in IET and AIT.

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## PRIORITY 8: SYNCHRONIZE BOLC I WITH FUTURE FORCE CONCEPT AND WARRIOR ETHOS

The CSA has directed that TRADOC continue the development and implementation of a phased train-up plan for all accessing 2LTs. The train-up plan ensures the integration and sequential and progressive training of critical skills and tasks regardless of the source of commissioning.

Members of the training development community are finalizing the detailed individual task-to-skill knowledge matrices for each of the common core tasks that all accessing officers will master prior to completion of their respective Basic Courses.

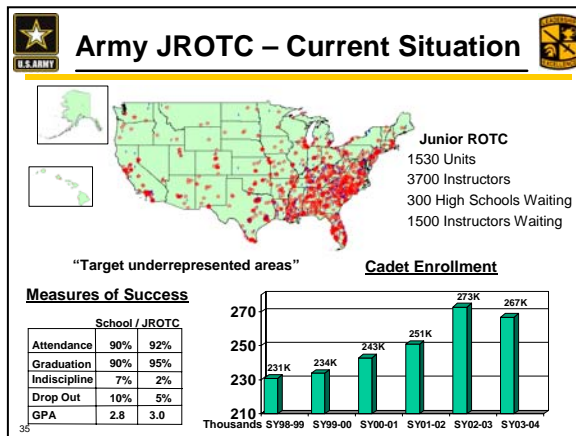


The three phases of the program are Basic Officer Leader Course I (BOLC I -- pre-commissioning either through ROTC, OCS or USMA); BOLC II (a six to eight week course attended by all commissionees designed to develop/validate a standard level of proficiency for all newly commissioned officers); and BOLC III (additional common core and branch specific tasks conducted at proponent basic courses).

Cadet Command continues to coordinate with AAC and TRADOC to ensure integration and sequential and progressive training on identified tasks.

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## PRIORITY 9: DIRECT JROTC OPERATIONS – SUSTAIN EXPANSION



The JROTC program is a vast organizational entity currently embedded within the Cadet Command structure. More than 4,000 instructors teach more than 267,000 students each year at more than 1,500 high schools across the country, numbers that continue to grow each year.

The JROTC mission is recognizable as a portion of the Cadet Command mission: *To motivate young people to be better citizens.* The secondary mission logically leads to a separate vision and an

independent strategy for future success. In recognition of this organizational independence, the JROTC directorate developed a detailed Five-Year Strategic Plan that will be referenced but not replicated here.

The value of JROTC to high school youth is widely recognized and enthusiastically supported by parents, school administrations, and politicians throughout the country. This energy is reflected in the constant expansion of the program and the long list of schools waiting for programs to be funded. Cadet Command will continue to direct JROTC operations and sustain this expansion.

In order to be successful in achieving the JROTC mission, the command will adhere to the following imperatives that will support the strategic goals that were previously mentioned in this COPG document. Each is comprised of enabling objectives that describe how to achieve each goal, with specific action requirements defining the actual work to be done.

**Goal 1:** In support of the strategic goal one, the objective is to meet current instructor needs simultaneous with those arising from known and future expansions. New instructor requirements by year are currently being identified so that all programs can be staffed appropriately. Programs that enforce compliance with existing standards continue to be revised and strengthened and will facilitate the removal of instructors where it is warranted. An instructor professional development program is also being developed that will produce "master teachers" through skill development, evaluation, state certifications, and continuing education. A policy has been established to require degrees of all instructors by 2008.

**Goal 2:** To support strategic goal two, the underlying idea is to standardize the programs around the nation, and recognize the need for certain autonomy to accommodate school-unique environments. This will be accomplished by equalizing funding shortfalls between programs and addressing and correcting additional shortfalls in recent curriculum successes and progress in the availability of supporting technologies and information hardware and software courseware. Additionally, JROTC is expanding into standardized, scheduled and resourced regional and national marksmanship and drill competitions and other popular co-curricular activities that can be sanctioned and funded

into a curriculum policy. A quality control program will be instituted that will be a form of check and balances to ensure that the policies and procedures are being followed.

**Goal 3:** Lastly, in order to fulfill the third strategic goal, an effective command and control structure must be achieved that will remain in place for the long term. The command and control structure of JROTC will promote 360-degree communications, quality and support. The staff is in the process of determining necessary and affordable expansions and developing a needs-based budget that will fully fund all JROTC program requirements.

U.S. Army Cadet Command
<b>JROTC C2 Pilot</b>
<ul style="list-style-type: none"><li>• Test of the Area Coordinator (AC) Concept</li><li>• Two pilot programs conducted on the East Coast<ul style="list-style-type: none"><li>- one with a contractor cell</li><li>- one with GS and NCO cadre</li></ul></li><li>• AC cell works directly for Director JROTC</li><li>• Pilot begins 1 Dec 03 – continues for 12+ months to observe full year life cycle</li></ul>
<hr/>
<ul style="list-style-type: none"><li>• <i>Provides flexibility to manage growth</i></li><li>• <i>Provides for equitable distribution of cadre</i></li></ul>

One endeavor to accomplish this strategic goal is to launch a project that will test command and control of the organization. This pilot recognizes the challenge of organizing a growing institution without straining the capabilities of the fixed structure of the higher headquarters. Cadet Command has initiated a pilot program for a regional command and control system. The goal of the JROTC Area Coordinator (AC) test is to evaluate and recommend the most effective, efficient and affordable

command and control arrangement for the JROTC Program.

The pilot began in December 2003 with the establishment of an AC cell at Ft. Bragg, North Carolina. This team is largely comprised of civilians and assumes all budget and functions for JROTC units in South Carolina, North Carolina, and Virginia. A second cell comprised of retired and active duty military, will stand up in the northeast at Fort Dix, New Jersey in February 2004. Both programs will be adjusted as necessary and tracked for one year to determine efficiency and effectiveness.

Priority in accomplishing these strategic goals will go first to ensuring that the right cadre are in the classrooms, in sufficient numbers, as all else is dependent on them. Next, resources will be sought as necessary to supplement training program so these cadre members are properly trained to do what is expected of them. Third, change is sought to policies and legislation that are counterproductive to effective recruiting and support, such as teaching certification and continuing education. Upon the success of the AC test, the intent is to further streamline channels of command and control. With these measures in place, the junior ROTC program will continue to be a vibrant and reliable source of responsible young adults for America's future.

Time and mission permitting, SROTC units are encouraged to support JROTC. The following are suggested areas, though not all conclusive: inspections, staff visits, competition judges, guest speaker engagements, and mentorship programs.

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